

Welcome!

Pick up a 3" x 5" note card from the table.

Write the answers to the following questions on the note card and be prepared to introduce yourself:

1. What is your name and the State you represent?
2. What amount or percentage of your time is allocated to administering Title I, Part D (Part D) funds?
3. What other role(s) do you serve in at your State education agency (SEA)?
4. What do you hope to learn and/or gain from this session?



New Coordinators Meeting NDTAC Conference

June 4, 2019



**The National Technical
Assistance Center**
for the Education of
Neglected or Delinquent
Children and Youth (NDTAC)



AMERICAN INSTITUTES FOR RESEARCH®

neglected-delinquent.ed.gov

Introductions

Agenda

#

- What Is Part D?
- What Is NDTAC?
- Getting Started as a Part D coordinator
 - Fundamental responsibilities
 - Areas for coordination and collaboration
 - Strategies for getting started
- Overview of the Conference

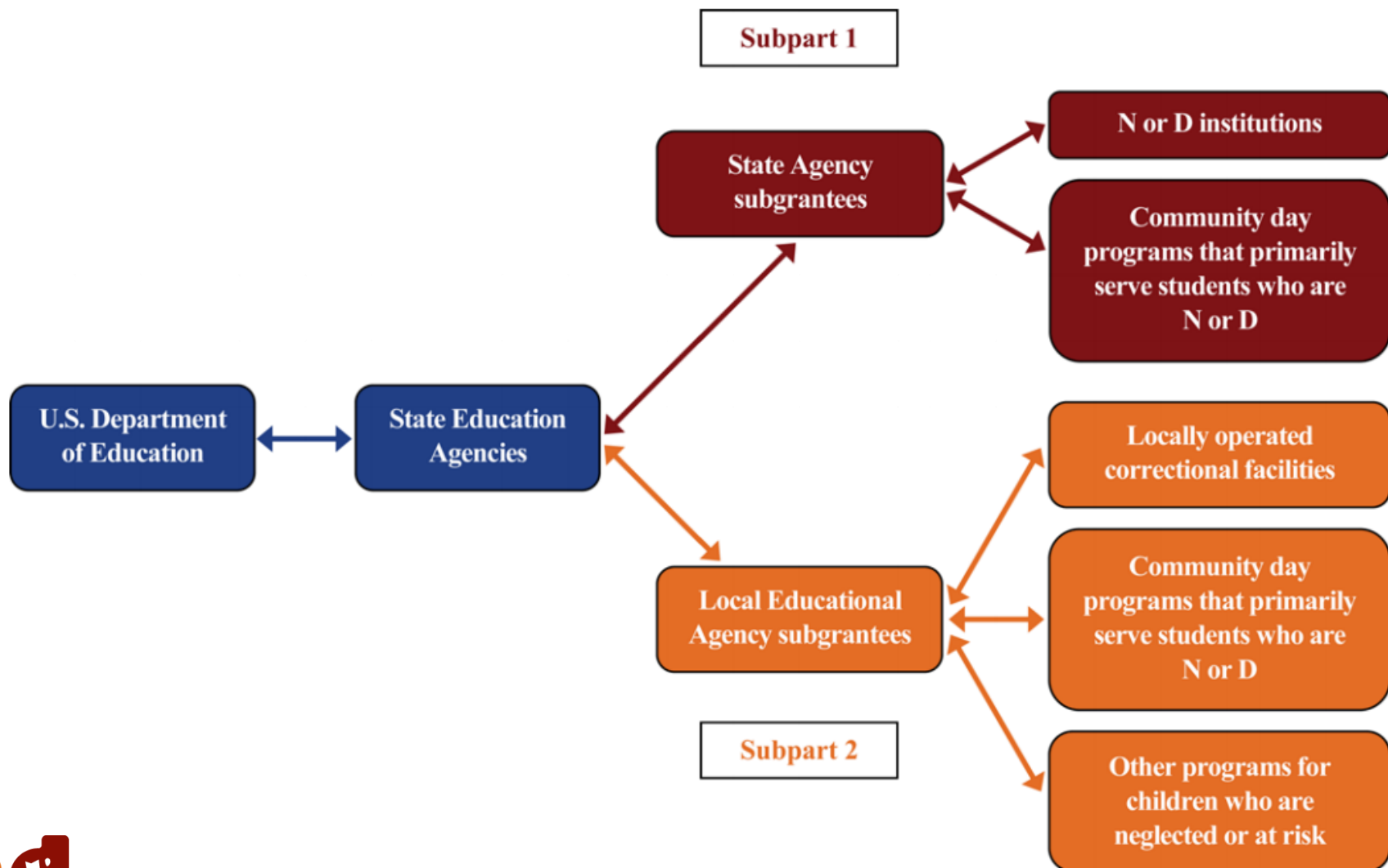
Relevant section and page numbers from the “New Coordinator’s Handbook” will be listed here.

What Is Part D?

- Improve educational services for children and youth who are neglected or delinquent (N or D).
- Provide services so that youth who are N or D can successfully transition from out-of-home placement to further education or employment.
- Prevent N or D youth from dropping out of school.

Structure of Part D

I-2



What Is NDTAC?

About NDTAC

- Contract between the U.S. Department of Education (ED) and the American Institutes for Research (AIR)
- Mission
 - Provide technical assistance
 - Develop a model and tools to assist States and providers with program evaluation and data reporting
 - Facilitate information sharing

NDTAC Assistance to State Coordinators

- Direct technical assistance
 - Through State liaisons
 - Through data team (related to the Consolidated State Performance Report [CSPR])
- Peer-to-peer interactions via ND Communities
 - Community calls
 - Topical calls
- Products and resources
- Webinars
- Listserv
- Web sites
 - <https://neglected-delinquent.ed.gov/>
 - <https://ndcommunities.ed.gov/>

Overview of State Coordinator Core Responsibilities

Part D State Coordinator's Year at a Glance

III-15

	SA/LEA Action	ED Action	Coordinator Action
SEPTEMBER			<ul style="list-style-type: none"> MONITOR SUBGRANTEES (SEP–MAY) SAs and LEAs select count window for the Annual Count
OCTOBER			<ul style="list-style-type: none"> ED distributes Annual Count ("October Count") Survey and guidance DISTRIBUTE ANNUAL COUNT SURVEYS TO SAs AND LEAs (OCT–DEC) SAs and LEAs count eligible students within selected count windows
DECEMBER			<ul style="list-style-type: none"> COLLECT AND VERIFY ANNUAL COUNT DATA FROM SUBGRANTEES (DEC–JAN)
JANUARY			<ul style="list-style-type: none"> SUBMIT ANNUAL COUNT OF STUDENTS COUNTED TO ED to determine formula counts for allocating Federal funds to the States VERIFY and SUBMIT DATA ON STUDENTS SERVED (UNDUPLICATED COUNT) VIA CSPR AND EDFACTS TO ED to track student achievement (Jan/Feb)
MARCH			<ul style="list-style-type: none"> PREPARE PART D SA AND LEA APPLICATIONS
APRIL			<ul style="list-style-type: none"> ED announces preliminary awards (April/May)
MAY			<ul style="list-style-type: none"> RELEASE PART D APPLICATIONS TO ELIGIBLE SAs AND LEAs ED prepares funding tables based on Annual Count and funds available late Spring
JULY			<ul style="list-style-type: none"> ED releases Part D funds to the States COLLECT CSPR DATA FROM SUBGRANTEES (JULY–JAN)
AUGUST			<ul style="list-style-type: none"> MAKE PART D AWARDS (ALLOCATE PART D FUNDS RECEIVED FROM ED) PREPARE FOR THE ANNUAL COUNT AND CSPR DATA COLLECTIONS (e.g., UPDATE SURVEY FORMS) (AUG–SEP) PROVIDE TRAINING/TECHNICAL ASSISTANCE (T/TA) AS APPROPRIATE TO SUBGRANTEES ON THE ANNUAL COUNT AND CSPR DATA COLLECTIONS (AUG–NOV) PREPARE FOR SUBGRANTEE MONITORING, including setting schedule, updating monitoring protocols, and preparing other related materials

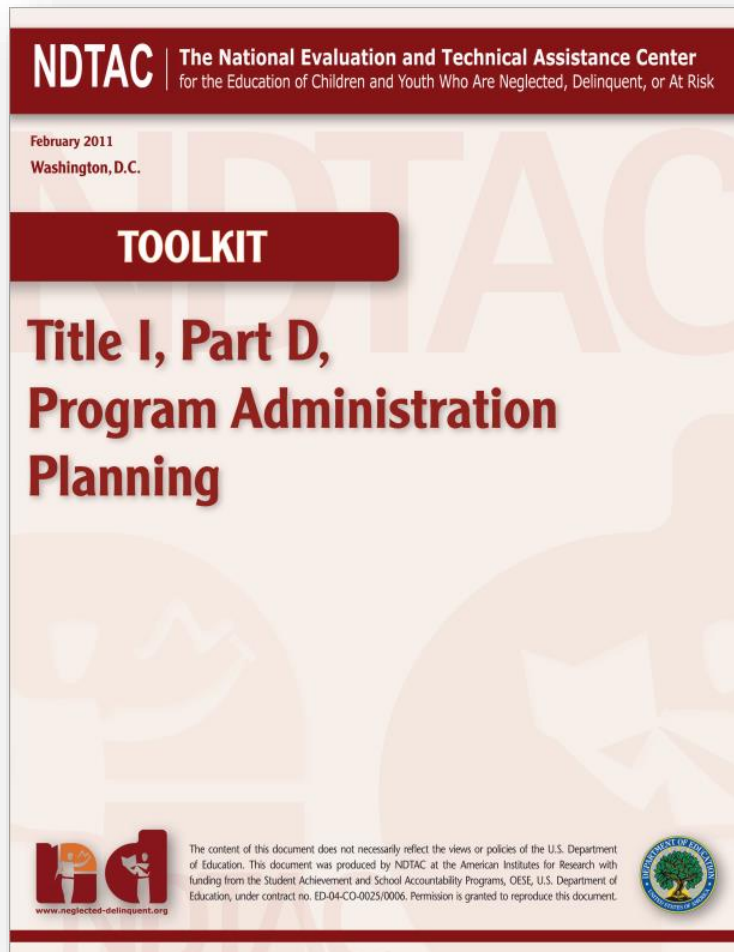
1. Familiarize yourself with your State's systems.
2. Learn the law.
3. Communicate with your NDTAC State Liaison.
4. Network and participate.
5. Train and support your subgrantees.

Overview of State Coordinator Fundamental Responsibilities

Planning: Overview

Planning involves the following:

- Implementation of your State's overall Part D program
- Guidance to your subgrantees in their planning to ensure alignment with State and Federal requirements



Title I, Part D, Program Administration Planning

- Overview of and resources and tools for:
 - Conducting needs assessments
 - Developing and reviewing applications
 - Creating formal agreements between agencies

<https://neglected-delinquent.ed.gov/sites/default/files/docs/programAdminPlanningToolkit.pdf>

ED determines the amount of a State's allocations based on the number of students submitted to ED in the Annual Child Count.

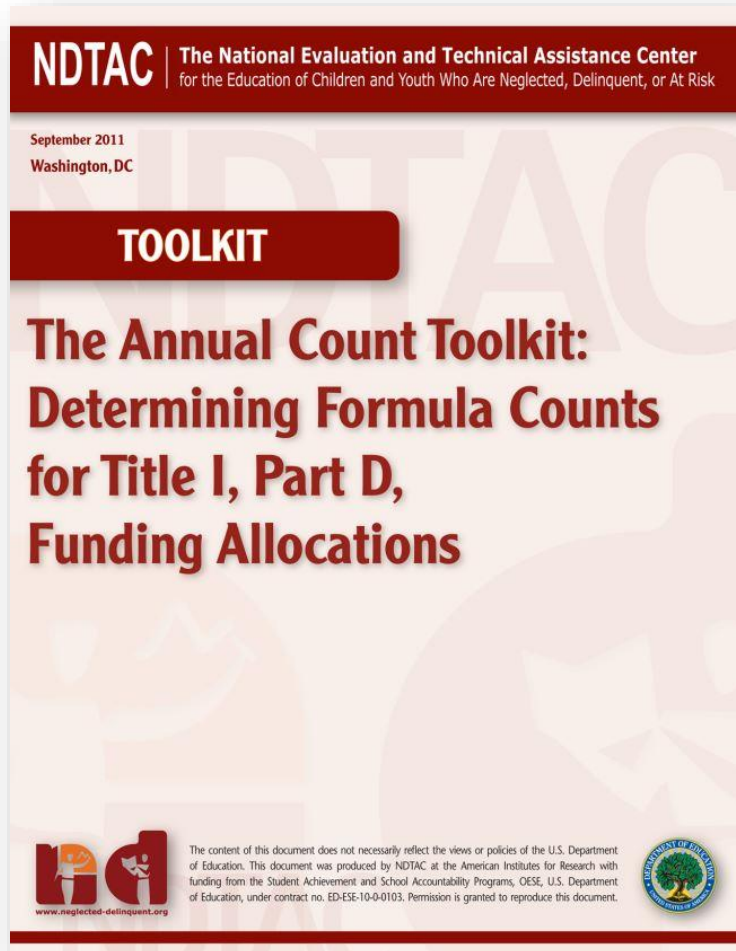
SEAs allocate:

- Subpart 1 funds to State agencies (SAs) based on formula funding.
- Subpart 2 funds to local education agencies (LEAs) based on formula funding and/or discretionary grants.



Funding: Coordinator Responsibilities III-5-6

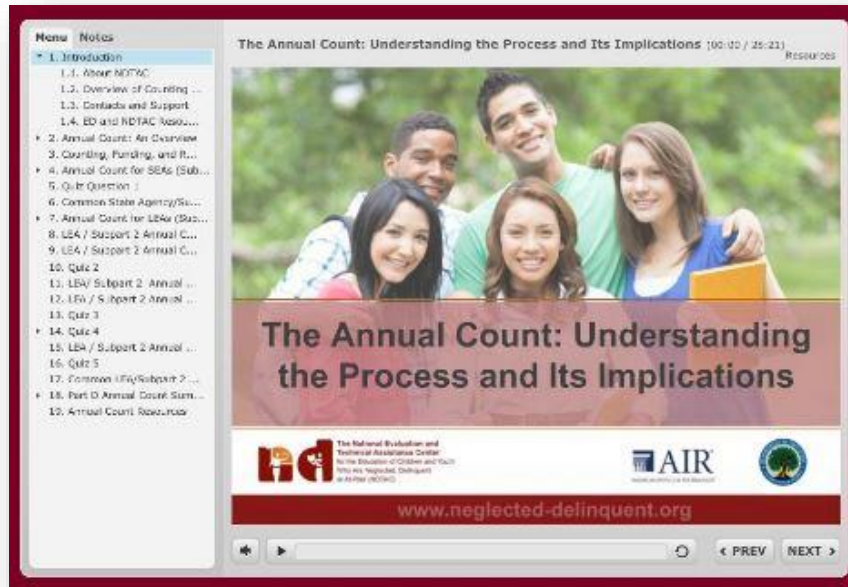
- Facilitate the Annual Child Count and submit it to ED.
- Reserve funds for SEA administration, evaluation, and technical assistance, if necessary.
- Determine SA and LEA eligibility.
- Create SA and LEA subgrantee applications.
- Review SA and LEA subgrantee applications.
- Award allocations to eligible subgrantees.



The Annual Count Toolkit

- Annual Count overview
- Tools and resources to help coordinators comply with federal requirements

https://neglected-delinquent.ed.gov/sites/default/files/docs/AnnualCountToolkit_DeterminingFormulaCounts.pdf



The Annual Count

- Annual Count purpose and facility or program eligibility requirements
- Relation to other ED reporting requirements
- SA versus LEA count

<https://neglected-delinquent.ed.gov/resource/annual-count-understanding-process-and-its-implications>

Areas for Coordination and Collaboration

- Which State and local agencies assist with the Annual Count?
- Who has been your go-to person for planning and funding?
- What are the differences in the process between SAs (Subpart 1) and LEAs (Subpart 2)?

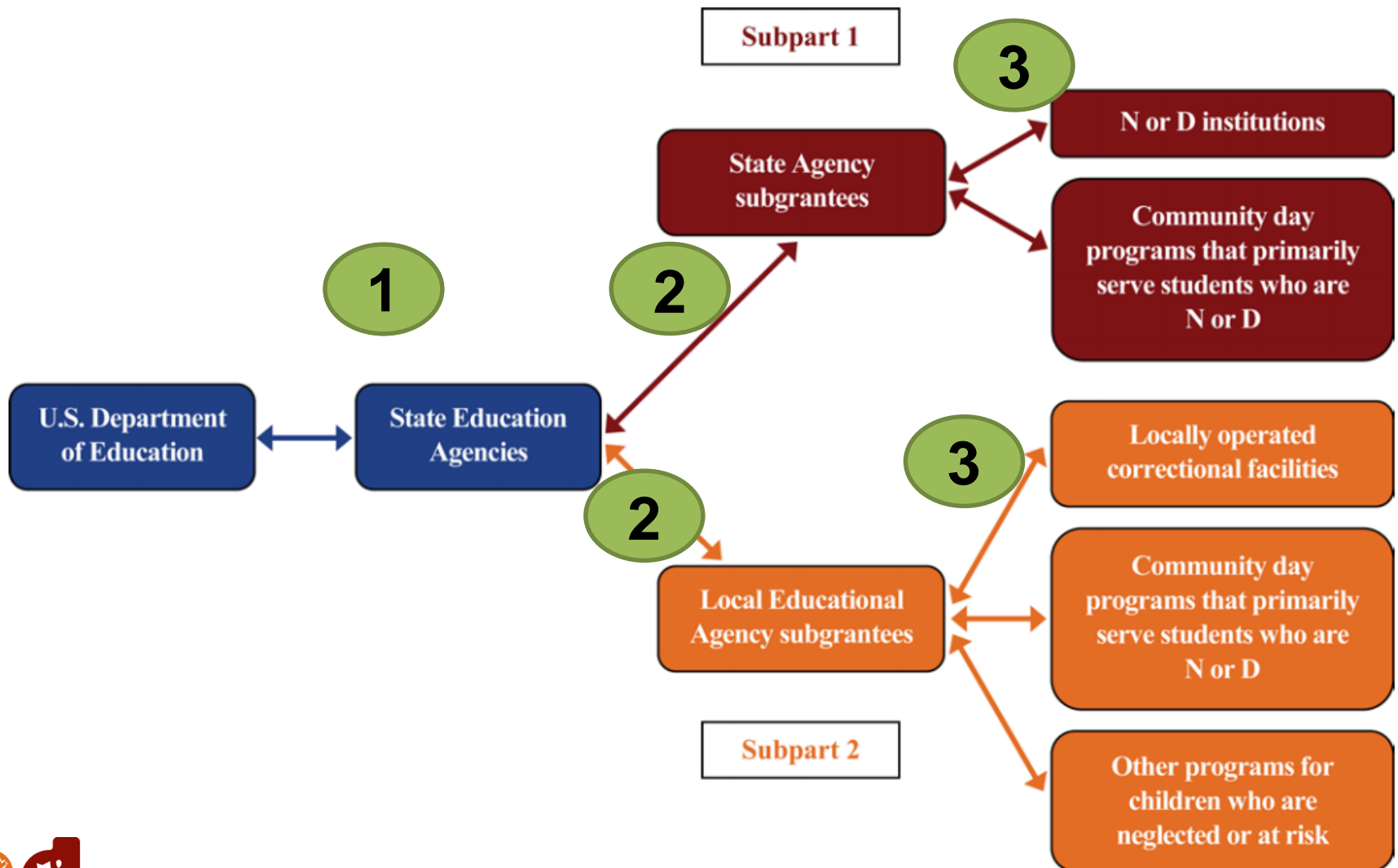
Strategies for Getting Started

- What are your go-to resources?
- What kind of support have you received from your NDTAC technical assistance liaisons?
- What kind of support have you received from your fellow Part D coordinators in your ND Community?

Monitoring: Overview

Monitoring involves the following:

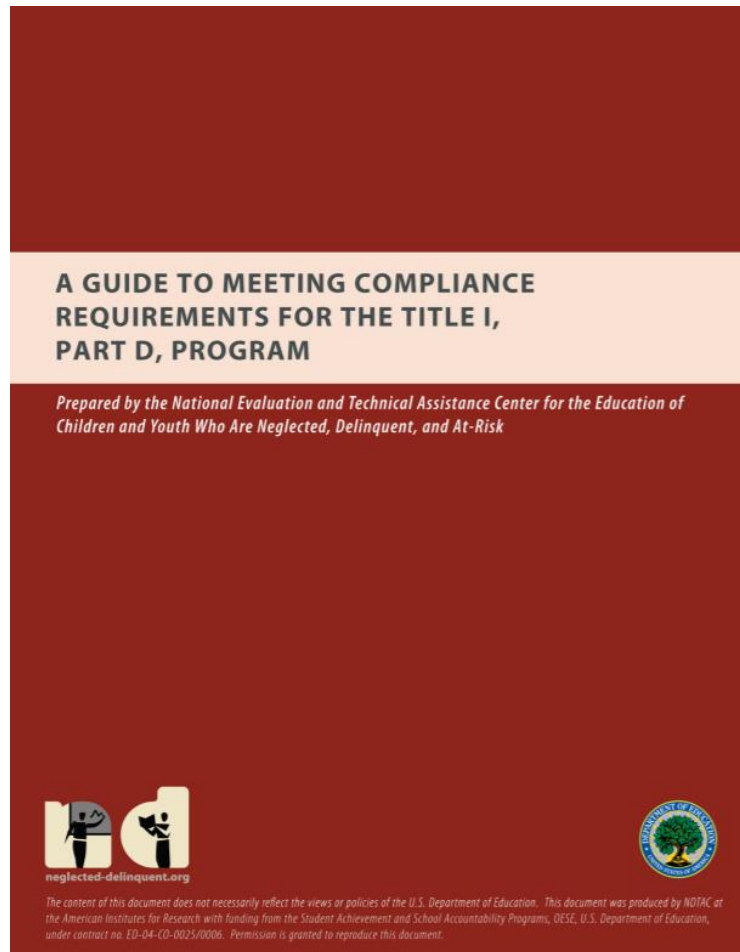
- Federal monitoring by ED
- Subgrantee monitoring by the SEA



Monitoring: Coordinator Responsibilities III-8-9

- Federal monitoring:
 - Assess SEA program compliance with Federal indicators.
 - Communicate with ED.
 - Review past monitoring reports for your State:
<https://www2.ed.gov/admins/lead/account/monitoring/map/index.html>
 - Prepare your SAs and LEAs for Federal monitoring reviews and involve them in the planning.
- Subgrantee monitoring:
 - Create subgrantee monitoring protocols and guidelines.
 - Establish consistent monitoring cycles or schedules.
 - Require corrective actions for subgrantees not in compliance.
 - Ensure that subgrantees (i.e., LEAs and SAs) are monitoring every facility with which they have contracted for services.

Monitoring: Resources



A Guide to Meeting Compliance Requirements for the Title I, Part D, Program

- Overview of Federal monitoring
- Analysis of monitoring reviews
- Tips on preparing for monitoring

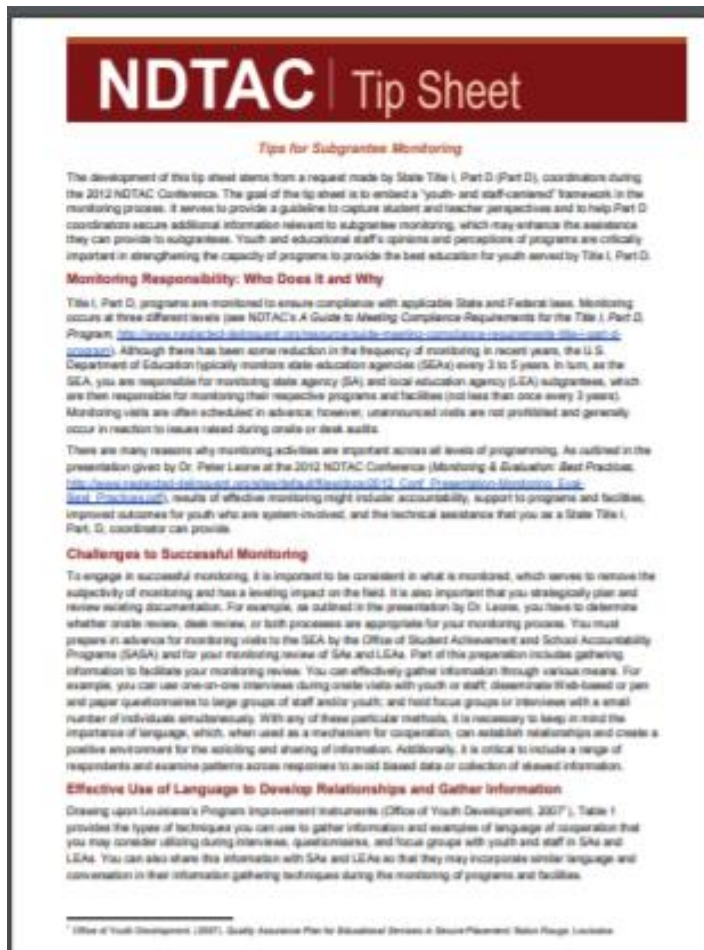
https://neglected-delinquent.ed.gov/sites/default/files/docs/monitoring_guide_20091111.pdf

Monitoring: Resources (Continued)

Tips for Subgrantee Monitoring

- Examines ways to embed a “youth- and staff-centered” framework to subgrantee monitoring
- Provides questions and approaches that State coordinators can integrate into information-gathering processes during monitoring visits

https://neglected-delinquent.ed.gov/sites/default/files/Monitor_Tipsheet_2013_508%20FINAL.pdf



Monitoring: Resources

Federal monitoring

- ED's monitoring plan and grantee monitoring reports:
<http://www2.ed.gov/programs/titleipartd/performance.html>

Subgrantee monitoring

- NDTAC's fiscal year 2014–15 topical call series on subgrantee monitoring tools:
<http://air.adobeconnect.com/p1t9xdpqp3l/>

Areas for Coordination and Collaboration

- Which SEA departments or divisions assist with monitoring?
- Who has been your go-to person for monitoring?
- What are the differences in the monitoring process between SAs (Subpart 1) and LEAs (Subpart 2)?

Strategies for Getting Started

- What are your go-to resources?
- What kind of support have you received from your NDTAC technical assistance liaisons?
- What kind of support have you received from your fellow Part D coordinators in your ND Community?

Consolidated State Performance Report (CSPR)

- Data collection instrument
- Administered annually by ED
- Required measures for Part D (Section 2.4):
 - Number and types of programs
 - Demographic data of students
 - Data on provision of transition services
 - Student academic/vocational achievement data
 - Student reading and math performance data

EDFacts

- ED initiative to collect, analyze, report, and promote the use of high-quality performance data
- Most Part D data now reported through EDFacts
- All CSPP data to eventually be reported through EDFacts' online *Education Data Exchange Network Submission System*

Reporting and Evaluation: Coordinator Responsibilities

III-12-14

Understanding the requirements related to data and reporting

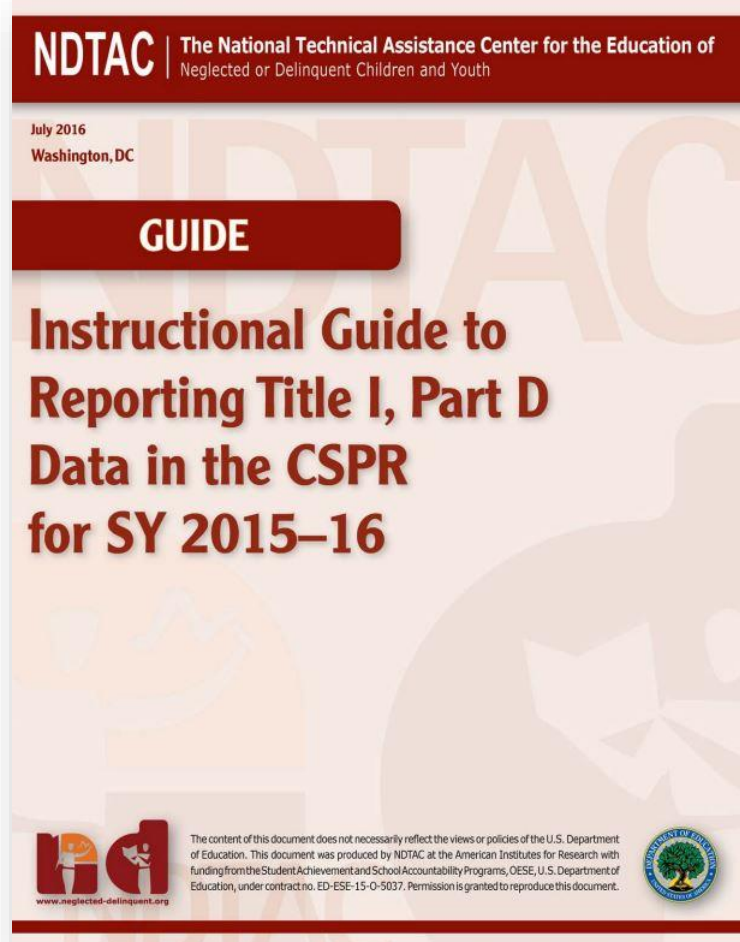
- Be familiar with the CSPR measures
- Know your State's reporting requirements
- Understand the Federal reporting cycle

Facilitating the data reporting processes and focus on data quality

- Identify the programs receiving funds
- Develop relationships with the data contacts in your State
- Establish reporting timelines
- Review the data you receive, and assess the quality
- Provide training

Using the data you collect

- Analyze data for program quality improvement



Instructional Guide to Reporting Title I, Part D Data in the CSDR for SY 2015-16

- Latest updates for the CSDR data collection
- Review of data collection process
- Details about the CSDR and the *EDFacts* initiatives
- Comprehensive reporting instructions

<https://neglected-delinquent.ed.gov/resource/instructional-guide-reporting-title-i-part-d-data-cspr-sy-2016-17>

Areas for Coordination and Collaboration

- Which State and local agencies assist with CSPR?
- Who has been your go-to person for reporting and evaluation?
- How have you worked with NDTAC to prepare and submit CSPR?

Strategies for Getting Started

- What are your go-to resources?
- What kind of support have you received from NDTAC?

Section IV of the handbook covers these important topics, and NDTAC's Web site has more information to assist you with each of these areas:

- Family involvement
- Interagency collaboration
- Safe and supportive learning environments
- Students with disabilities
- Transition

Resources To Get Started

Top five resources to have on hand:

1. [New Coordinator's Handbook](#)
2. [Title I, Part D, Program Administration Planning Toolkit](#)
3. [The Annual Count Toolkit: Determining Formula Counts for Title I, Part D, Funding Allocations](#)
4. [Office of Safe and Healthy Students Monitoring Plan for Homeless and Neglected or Delinquent Education Programs](#)
5. [The Instructional Guide to Reporting Title I, Part D Data in the CSPR for Current School Year](#)

Resources Needed To Get Started (Continued)

Top three Web pages to bookmark:

1. Statute: <https://neglected-delinquent.ed.gov/title-i-part-d-statute>
2. Nonregulatory guidance: <https://neglected-delinquent.ed.gov/title-i-part-d-nonregulatory-guidance-introduction>
3. ND Communities: <https://ndcommunities.ed.gov/>

Overview of the Conference